



# Missouri Teacher Preparation Institution PROFILE

## MARYVILLE UNIVERSITY OF SAINT LOUIS

### GENERAL INFORMATION

#### About the Institution

- Maryville University of Saint Louis is an independent, coeducational university aspiring to be one of the premier small private universities in the country offering selected professional education within a tradition of values grounded in the liberal arts. The university was founded in 1872 by the Religious of the Sacred Heart. The campus is located on 130 acres in West St. Louis County.

Source: Maryville University (<http://www.maryvillestl.edu>)

- Enrollment\* **3,055** (2,573 undergraduates)

Non-resident Alien	3.7%
African American	5.0%
American Indian	0.4%
Asian	1.4%
Hispanic	0.7%
White	71.6%
Other	17.3%

Missouri residents 89% (undergraduates)

Male	14%
Female	86%

\*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges\* 184

\*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students<sup>1</sup> 49

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)<sup>2</sup>

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Prospective students must have 1) a high school diploma with a minimum of 22 units of credit, including four units of English, three units of mathematics, two units of science, two units of social sciences (social studies), and three additional units in any of the above areas or in a foreign language, 2) a high school grade point average of at least 2.5 (C average on a 4.0 scale), and 3) an enhanced ACT composite score of 20 or an SAT combined score of 800.

Source: Maryville University Web Site

- Average ACT Score of 1995 Freshmen Class\*<sup>3</sup> 23

\*Fall 1994 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- Tuition & Fees for Typical Full-time Undergraduate Student\* \$13,000

\*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a & 13b)

Compiled  
by the  
Missouri  
Department of  
Elementary  
and Secondary  
Education

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## About the Education Program

- Courses of study within the School of Education are field-oriented, combining theory and academic work with classroom experience in K-12 schools. Programs are designed to enable teachers—those in the process of “becoming” and those already in the classroom—to learn, reflect, grow and develop as professionals who will engage their own students in the best of teaching/learning process and help these students become true participants of our democracy. The School of Education at Maryville University is committed to working with school and community partners and is collaborating with four partner schools in the preparation of pre-service teachers.

Source: Maryville University Web Site

### • Enrollment in Undergraduate Professional Education Programs\* **61**

American Indian	0.0%
Asian	1.6%
African American	0.0%
Hispanic	1.6%
White	96.7%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%
Missouri residents	<b>93%</b>
Male	11.5%
Female	88.5%

\*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

### Transfer Students from Missouri Public Community Colleges\* **Not Reported**

\*Fall 2001 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students <sup>4</sup>	6
Missouri Minority Teaching Scholarship Students <sup>5</sup>	1

Source: Missouri Department of Elementary and Secondary Education

### • Education Program Entrance Requirements

Prospective pre-service teacher education students must apply for admission to the Teacher Education Program before completion of 10 credit hours in professional education. All applicants seeking an initial teaching certificate must pass entry-level examinations (ACT or SAT and the C-BASE) and have an overall grade point average of 2.7 and a professional education and/or major grade point average of 3.0 on a 4.0 scale.

Source: 1995-1996 Maryville University-St. Louis Catalog

### • Information about Education Program Completers <sup>6</sup>

#### Completers of 1999-2000 teacher preparation program **28**

Age	
Under 25	61%
25-34	29%
35-44	11%
45-54	0.0%
55 and over	0.0%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

#### Average ACT score <sup>7</sup> (applicants for certification) **21**

Source: Missouri Department of Elementary and Secondary Education: Certification Files

#### C-BASE scores <sup>8</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
19	12	241	391	299	263	381	298	265	439	366	243	408	294	242	364	295

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
19	19	238	391	290	237	381	284	238	439	322	240	408	285	240	364	269

\*state median score

Source: Assessment Resource Center

Employed in Missouri public schools<sup>9</sup> in 2000-2001\* **20 (71%)**

Missouri Public School districts employing Maryville University  
1999-2000 program completers **11**

Major Employer of Maryville University 1999-2000 program completers

St Louis School District **5**

Source: Missouri Department of Elementary and Secondary Education Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state **2 (7%)**

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

\*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

## RESOURCES

### Institution

- Full-time Faculty at Maryville University **96**

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

### Education Program

- Full-time Education Program Faculty **9**

American Indian 0  
Asian 0  
African American 0  
Hispanic 0  
White 9  
Nonresident Aliens 0  
Other 0

Male 3  
Female 6

Doctorate Degree 10

Missouri Teaching Certificate 9

National Board Certification 0

- Adjunct Education Program Faculty **20**

Full-time with the institution, part-time in education **1**

Part-time in education **19**

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

## EDUCATION PROCESSES

## Institution

- Student-to-Faculty Ratio 14.5:1
- Average Class Size 14.1

*Source: Maryville University, August 2000*

## Education Program

- Student-to-Faculty Ratio 17:1
- Average Class Size 12.4

*Source: Maryville University, August 2000*

- Educational Philosophy

Maryville University's School of Education espouses a philosophy that builds upon the progressivist movement in the United States beginning in the 1920's. The School believes that we can best prepare teacher candidates if they are actively involved in their own professional growth and development. We also believe that the candidates' development must come from a deep understanding of content knowledge, human development and the place of the school in society. Continuing inquiry into one's own practice is also necessary to continue to develop one's own teaching.

Candidates develop their knowledge, skills and dispositions to teach through a carefully sequenced combination of coursework and practica. We believe that the interplay of theory and practice allows the candidate to hone their teaching skills. Heavily influenced by the writing and John Goodlad and his associates at the National Network for Educational Renewal, we believe that the teacher plays a pivotal role in the development of an informed and morally responsible citizenry in our democracy.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- Practical Experience Requirements for Education Majors

All education majors complete a minimum of three and a maximum of five supervised practicum experiences before the student teaching/internship experience. These practica are coordinated with the course work and offered in schools, which jointly plan and coordinate expectations for the teacher education students. In many cases, these practica are in professional development schools. Capstone field experiences are a minimum of 16 weeks in length and extend for 20 weeks in the secondary teacher education program.

*Source: Maryville University, April 1999*

- Information about supervised student teaching

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? 31
- Total number of supervising faculty for the teacher preparation program during 1999-2000: 6
- The student/faculty ratio was: 5.16/1
- The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 640 hours.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- Professional Development School(s)

Maryville's early childhood program is collaboratively offered with Wilkinson Early Childhood Magnet School, a professional development and partner school located in the St. Louis School District. The elementary teacher education program professional development schools are Henry Elementary School (Parkway School District) and Clark Elementary School (Webster Groves School District). The teachers in these schools participate in the planning and design of the teacher education curriculum, the delivery of special seminars for the teacher education students, and ongoing inquiry into their own instructional practice.

A middle-level network of professional development schools, including Parkway Southwest and West Middle Schools (Parkway School District), Nipher and North Kirkwood Middle Schools (Kirkwood

School District), and Hoech Middle School (Ritenour School District), work jointly on activities of mutual interest as well as mentoring of practicum and student teachers preparing at the middle level.

Two professional development schools—Roosevelt High School (a St. Louis public school, partnered with both Maryville and Harris-Stowe State College) and Parkway South High School (Parkway School District)—have jointly planned and sponsor with Maryville the secondary education programs. Teachers at both schools are also moving forward, with Maryville and Harris-Stowe faculties, to coordinate and expand professional development efforts meeting school and district goals.

*Source: Maryville University Web Site & Maryville University, April 1999*

- **Co-curricular Programs**

Maryville University sponsors the Maryville University Student Education Association (MUSE). This organization provides support and professional development for beginning teachers and is cosponsored by the Missouri National Educational Association. Maryville University School of Education also inducts honorees into its chapter of Pi Lambda Theta every year. In addition, many clubs and co-curricular activities are available throughout the campus.

*Source: Maryville University, August 2000*

- **Instructional Technology Requirements**

In the preservice program, the International Society for Technology in Education Foundation Standards are guiding Maryville's work. Faculty members have ensured that assignments throughout the program provide opportunities for all students to become proficient in Microsoft Office software. Faculty members have identified who is responsible for ensuring teacher education students develop which proficiencies. Students are placed in schools where increasing technology is available for their use. In addition, the Arts and Sciences faculty are requiring research and identification of web sites where students join scholars in dialog. In the next year, all students will be designing their own instruction for K-12 students in a web-based format. With two new fully wired and networked classrooms, Maryville teacher education students, both undergraduate and graduate, are using technology throughout their course work.

*Source: Maryville University of St. Louis, May 2000*

- **Accredited, NCATE (National Council for Accreditation of Teacher Education)**

*Source: National Council for Accreditation of Teacher Education Web Site*

## **PERFORMANCE**

- Missouri certificates\* issued to Maryville education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	1
Elementary Education	1-6	14
English	9-12	1
Mathematics	9-12	1
Middle School: Language Arts	5-9	2
Middle School: Mathematics	5-9	2
Middle School: Science	5-9	1
Middle School: Social Studies	5-9	1
Social Science	9-12	1
Unified Science: Biology	9-12	4
<b>Total</b>		<b>28</b>

*\*Number of certificates issued, not number of graduates*

*Source: Missouri Department of Elementary and Secondary Education*

- Performance of Program Completers\* on Praxis II Exit Exam <sup>10</sup>

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Art: Content Knowledge	1	100%	153	+	171	173
Biology: Content Knowledge	4	100%	156	171	171	169
Elem. Ed.: Curriculum, Instruction, & Assessment	16	100%	164	177	180	179
English Lang., Lit. & Comp.: Content Knowledge	1	100%	158	+	176	176
Mathematics: Content Knowledge	1	100%	137	+	154	143
Principles of Learning and Teaching (5-9)	3	100%	160	184	177	174
Social Studies: Content Knowledge	1	100%	152	+	171	168
<b>Total</b>	<b>27</b>	<b>100%</b>				

\*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Maryville Program Completers

Education program completers who received initial Missouri certification in 1994

**35**

*Employed in Missouri public schools in*

1995-96	15 (43%)
1996-97	16 (46%)
1997-98	15 (43%)
1998-99	16 (46%)
1999-00	12 (34%)

*Employed in Missouri public schools in 1999-00, with master's degree*

8 (23%)

*Employed in the same Missouri public school district in*

1995-96	15 (43%)
1995-97	15 (43%)
1995-98	12 (34%)
1995-99	11 (31%)
1995-00	9 (26%)

*Certification Status as of Sept. 1, 2001*

Holding Valid PC I	2 (6%)
Holding Valid PC II	21 (60%)
Lapsed <sup>11</sup>	12 (34%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers <sup>12</sup>

Missouri school districts employing Maryville graduates\* **74**

Maryville University of St. Louis had 718 graduates teaching in Missouri public schools during the 2000-2001 school year.

School districts employing 6 percent or more of Maryville University's 718 graduates teaching in Missouri public school during the 2000-2001 school year

Hazelwood	7% (52)	Rockwood R-VI	10% (76)
St. Louis City	7% (53)	Parkway C-2	13% (94)

\*Includes all graduates of Maryville University of Saint Louis employed in the district, not just those who completed the education program

Source: Missouri Department of Elementary and Secondary Education

<u>STARR Teachers</u> <sup>13</sup>	4
<u>National Board Certified Teachers</u> <sup>14</sup>	3
<u>Missouri Teachers of the Year</u> <sup>15</sup>	0

*Source: Missouri Department of Elementary and Secondary Education*

#### Other Honors and Awards Earned by Graduates

This year, five (5) Maryville graduates were teachers of the year in their building. A Maryville graduate received the Sallie Mae Award for outstanding first-year teachers.

*Source: Maryville University of St. Louis, DEC 2001*